

Call for Papers

DGFF 2017, Poster Section

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Abstract:

TEFL and ISLA research (Piepho 1974, Brown & Yule, 1983, Levelt 1989, McNamara 1996, Skehan 1998, Kurtz 2001, Siebold 2004, Kurtz 2011, Goh & Burns 2012, Burwitz-Melzer et al. 2014) has become increasingly interested in studies that investigate the development of learner language in general, and the underlying features of communicative instructional settings in particular. Recently, a shift from input towards outcome orientation in English language teaching curricula in Germany (CoE 2001, KMK 2012) can be observed. This laid the foundation for a more communicative classroom. However, how this affects teaching and learning still needs empirical validation.

The reference documents for teaching English in secondary school clearly distinguish between monologic and dyadic speaking. This, in consequence, requires authentic output oriented task formats to acquire speaking competence. This study, therefore, investigates how speaking competence is fostered in secondary English classrooms in Hesse and Lower Saxony, and how speaking tasks and ensuing difficulties within monologic and dyadic speaking activity are solved by the interactants. For this purpose, data was collected in five different classroom settings ranging from grades 11 to 13. The dataset of 9 videographed monologic (app. 270 minutes) and 6 dyadic activities (app. 600 minutes, comprising think-pair-share, groupwork, preparation of dialogues, debates e.g.), as well as 3 teacher and 6 learner interviews, was coded and analyzed using data-driven as well as theory-based categories (Burwitz-Melzer/Steininger 2016, Mayring 2015). Triangulation was achieved through retrospective interviews with teachers and learners.

The empirical results of this study describe the linguistic output resulting from a variety of task formats (see above). Additionally, the data shed light on a variety of problems that occur throughout the process of solving a speaking task and on different strategies learners apply to overcome these. The combination of a qualitative data analysis and discourse analysis ensures that the collected data is viewed from different perspectives and interpreted appropriately regarding the respective research questions.

(Arbeitstitel der Dissertation: „Förderung des Sprechens im kompetenzorientierten Englischunterricht der Sekundarstufe II – eine qualitativ-empirische Studie“)

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